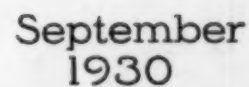


SCHOOL LIFE



COUNCIL CHAMBER OF THE COLEGIO NACIONAL CENTRAL, BUENOS AIRES (FACING CALLE BOLÍVAR)

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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No. 1

Pioneering Again

Address Delivered Before the National Education Association, General Session, in the Columbus Auditorium, Columbus, Ohio
July 3, 1930

By WILLIAM JOHN COOPER
United States Commissioner of Education

THE eve of the Nation's birthday and this place of meeting suggest an appeal to history. We are in a city named for the discoverer of the continent—the capital city of the first State carved out of the old Northwest Territory. It is a State rich in historical events and justly proud of its contributions to the life of our Nation. One evidence of this feeling is the splendid group in the Capitol Building representing seven sons of Ohio who bore the heat and burden of four bloody years—Grant, Sherman, Sheridan, Chase, Stanton, Garfield, and Hayes. I need not remind you that Ohio is the mother State of seven Presidents, including him who was the only man ever to hold both the highest executive and the highest judicial office within the gift of our people. For every teacher the mention of Northwest Territory brings to mind those famous words of the Fathers of the Republic: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The Westward Movement

The census of 1830 showed more than 25 per cent of America's 13,000,000 people living west of the Appalachian Mountains. Ohio alone had more people than Massachusetts and Connecticut combined and half as many as all historic New England.

"The westerners of 1830," we are told by the historian Willis Mason West, "were developing into an American type to remain the dominant one for two generations—tall, gaunt men, adventurous and resolute, of masterful temper daunted by no emergency." This picture calls to

mind that true representative of the West, Abraham Lincoln, born in Kentucky, reared in Indiana and Illinois. Crude men they appeared to such distinguished foreigners as Charles Dickens, who caricatured the settlers of this very region in his *Martin Chuzzlewit*.

The Westerner a Dominant Type

"The West was democratic and self-confident," we are told. "It believed in the worth of the common man and in his capacity. Its chief habits of mind were a rude and wholesome optimism and an impatience of the claims of authority."¹ Of our foreign visitors, M. de Tocqueville alone appreciated this spirit. He has preserved an anecdote of a certain crowded assembly through which certain dignitaries were trying to force their way. "Make way there," they cried, "we are the representatives of the people." "Make way yourselves," came the retort, "we are the people."²

Education had little place in this early western life. But it must be remembered that the pioneers who settled this great interior of our continent and pushed its frontiers ever westward were the hardy survivors of bloody struggles with the Indians, since it was not until the decade of the 1830's that frontier communities in this Northwest Territory were freed from the imminent threat of the tomahawk.

Yet the representatives of this new country were making themselves felt in the councils of the Nation. Speaking of eastern indifference toward American claims on the Oregon country, Senator

Benton, of Missouri, cried, "It is time that western men had some share in the destinies of this Republic."³ Under the leadership of Clay, of Kentucky, who sponsored "internal improvements," there were developed thousands of miles of canals, and the national pike was extended westward, reaching Columbus about 1830. This new West had its first representative in the White House, the rough and ready warrior who followed that cultured and refined John Quincy Adams. President Jackson shocked the sensibilities of many men of the older sections but expressed the new nationalism of the pioneer when he proposed in unequivocal terms the toast "our Federal Union, it must be preserved."

The New West Settles Old Controversies

During the next two decades this new West negotiated the compromises which settled most of the controversies between the old North and the old South, and it was to fall to the lot of the second generation of westerners to decide momentous issues in our history. They were destined to answer the question of free labor versus slave labor by wiping out slavery forever.

At the end of the hundred years rush of this old Northwest found itself at the center of population, and having more problems in common with the Atlantic seaboard than with the trans-Mississippi West. But it took the lead in making us a nation and in promoting movements which have materially changed our Federal Government. Ever since the victory of the Federal arms in 1865, people have come to look more and more to the National Government at Washing-

¹ West, Willis Mason. *American History and Government*, p. 473.

² *Ibid.*, p. 475.

³ *Ibid.*, p. 449.

ton to solve their problems. Amendments 14 and 15, when enforced; amendment 16, empowering Congress to collect taxes on incomes; and amendment 18, regarding prohibition—together with many statutes growing out of "implied powers"—have changed our Government fundamentally, in that they bring national officers in direct contact with the individual citizen.

Changes Due to Centralization of Government

The tendency to place more power in the hands of the Federal Government, evident since the close of the Civil War, has doubtless been due in part to improved transportation and communication, which make geographical areas, in fact, smaller, and in part, perhaps, to the growth of great business combinations. There are now powerful influences which recognize no State lines and for which State and local governments are no match. Curious results have followed from the attempted concentration of power in Washington. I name only a few.

First. Our Federal Government was one of limited authority and planned in a way to prevent the abuse of powers given it. Students of the Constitution have pointed with pride to the "checks and balances" provided. It was intended by the fathers that the two Houses of Congress should be a check on each other; that the executives should check each other; and that the Supreme Court, through the interpretation of the Constitution, might check the other two branches. This government of checks and balances still remains in a day of increased powers, frequently bringing confusion and helplessness rather than business efficiency in the discharge of these powers.

Second. This increase in power has kept the citizen's eyes upon the Government at Washington. Whereas he formerly did things for himself through personal effort or political activity in his local government, the citizen now looks to the Federal Government to solve his problems.

The Growth of Democracy

In administration this tendency has brought into being the Departments of Agriculture, Commerce, and Labor. And now departments are urged for such interests as education and public health and welfare, heretofore regarded as strictly local interests.

Third. Effort to exercise power always follows the vesting of power. As great corporate interests have been accused of trying to control officers, so the popular will attempts to direct the actions of these officers. This movement has been

commonly known as the growth of democracy. Lincoln believed in a government "of the people, by the people, and for the people." Yet, judging from the Declaration of Independence and the writings of the fathers, even of such Democrats as Jefferson, one comes to the conclusion that these early statesmen were not so much interested in a government by the people as in a government of the people, or, as they expressed it, in a government "by the consent of the governed."

In the Constitution itself the method provided for electing the President presumed the selection of groups of men whose votes would be cast in such way that the ablest man in the Nation would be selected for President and the second ablest for Vice President. But George Washington only was selected after this fashion. The Constitution was then changed, in response to popular demand, and practice has further modified the procedure until to-day the machinery is merely a matter of form.

Original Plan for Elections Altered

It is obvious that the original plan for the Senate was to allow the people of the States to elect legislatures each in its own way, and for these legislatures to send the two ablest men in that State to the United States Senate. But in 1913 the Constitution was amended, and each State was compelled to have its Senators elected by direct vote of the people.

Our Relation to Government

Do our people to-day realize the implication for education in this basic change in our Government and our relation to it? If the people are to elect the President directly, they need be acquainted not only with the powers of his office and the limitations put on him, but they should be able to formulate a policy of action on great economic and social questions. If the people are to select the Senators who are to ratify treaties with foreign nations, it is incumbent that voters themselves know more about our foreign relations.

New Tasks Demand New Tools

Education for the proper discharge of civic duties is one of the problems facing the pioneers of the 1930 decade. Some of the qualities of the older pioneer are still assets, but new tools are needed to perform new tasks. The new nationalism of Civil War days gave us the publicly controlled college of agriculture and mechanic arts, and the generosity of such farsighted business men as Lawrence and Sheffield placed the natural sciences on a parity with the older classical

studies in our conservative endowed colleges.

Nearly 50 years ago one of our leading thinkers, Lester F. Ward, advocated a system of education which would extend "to all members of society such of the extant knowledge of the world as may be deemed most important."⁴

Relation of Education to Public Problems

Recent trends in legal, medical, dental, engineering, nursing, and teaching education indicate a growing recognition of the need of applying extant knowledge to the problems faced by professional workers in these various fields. Technical institutes and schools of business, generally pioneered by philanthropists, represent applications of the same principle. But institutes of human relations, eugenics courses, and institutes of politics or international relations are still rare and are regarded in many quarters with suspicion.

Marvels Wrought by Applied Science

Within a century our industrial and business progress has amazed the world and placed us in a position of unquestioned leadership. This progress has been due primarily to two facts—the study of scientific processes and the invention of machinery. Jove's bolts and Thor's hammer, which inspired awe and induced worship on the part of our ancestors, and which had aroused the curiosity and study of skeptical Benjamin Franklin, have come to be understood through the work of Carnot, Faraday, Maxwell, and others.

Through the painstaking work of Edison and his colleagues our houses are lighted, our spindles turned, freight and passengers transported, our thoughts conveyed to distant friends and business associates, and we are enabled to sit in "robes and slippers" listening to the world's entertainers and thinkers. "Railways, telephones, telegraphs, and radio broadcasting," writes Professor Pupin, "electric lights, automobiles, and labor-saving devices; electrical transmission of power for the purpose of lightening the burdens of man and beast—all these things are to-day the honey of our modern civilization. They make human life sweeter and more enjoyable; by eliminating drudgery they afford more leisure for the spiritual, the esthetic, and the intellectual activities of the human soul."

We appreciate, even if we do not understand, the basic sciences which make these good things possible. Consequently, we find little hesitation on the part of State legislatures and of men of wealth in providing funds for buildings and expensive equipment for study and research in

⁴ Ward, Lester F. *Dynamic Sociology*, Vol. II, p. 505.

physics and chemistry. Great engineering and electrical laboratories appear upon the campuses of our institutions of higher learning.

Many of these discoveries were predicted some 700 years ago by Roger Bacon, who pointed the way to securing them. Stop looking back, give up studying books, and study the world around you—this, in brief, was his message. Why should not the pioneers of 1930 try this plan in the field of the social sciences?

Our Spiritual Progress Not So Marked

We are not making such remarkable progress in solving our international relations, in achieving human brotherhood, in eliminating vice, crime, and immorality, in understanding man's appetites and habits, and in improving his methods of thinking that we can feel satisfied with the old methods. By following the paths blazed by the Clarks, Boone, and other pathfinders, we have won a continent; by accepting the painful path pointed out by Bacon we have achieved a comfortable existence not enjoyed by kings, or dreamed of as realized by even the celestial throng in Bacon's day. Perhaps by following the path indicated by our leading economists, psychologists, and sociologists the pioneers of 1930 may bring to pass the kingdom of God on this continent.

First we must get the facts. Our colleges need well-equipped laboratories and well-paid staffs in economics, political science, psychology, education, and sociology. We need college trustees and presidents who will encourage real research and courageous teaching in these fields. We need newspaper editors and other leaders of public opinion who will rejoice as heartily in the discovery of new facts in these fields as they do when a new machine has been perfected or another human disease conquered.

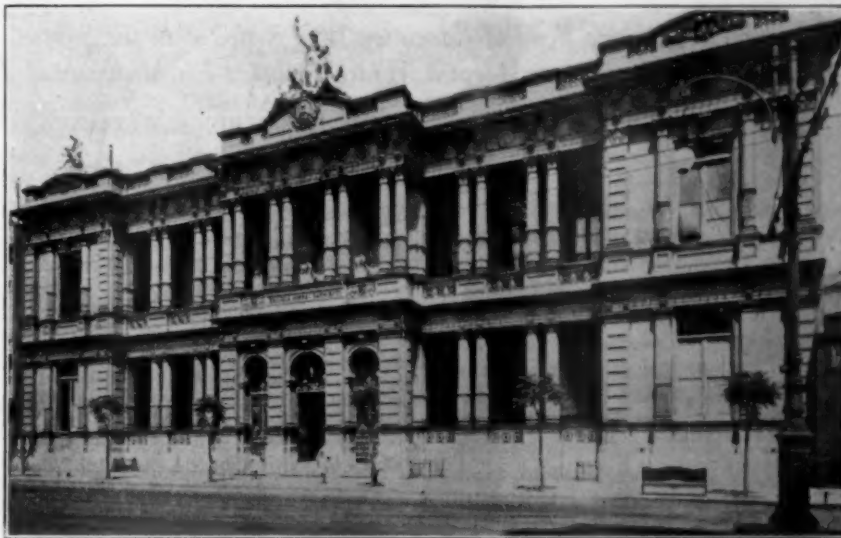
New Knowledge Must be Applied

But more than mere knowledge is required to insure progress. Until we are ready not only to receive new truth, but to apply it in our thinking and acting, we can not achieve the miracles made possible by discoveries in the natural sciences. Just as the men of 1830 were opening up the wilderness, were clearing away the undergrowth of centuries, and making crops grow where only wild animals had ranged, so the century which lies ahead of us should be marked by the opening up of men's minds, the sweeping away of ideas which have grown up more or less "hit and miss" through the centuries, the planting of well-established fact where only unfounded prejudice has existed, and the careful nurture of the new crop until a new civilization blossoms.

The "New-Type" School in Argentina

By FRANCES M. FERNALD

Assistant Specialist in Foreign Education Office of Education



Domingo F. Sarmiento Escuela Nacional, Buenos Aires

FOR several decades Argentina has given preferential attention to schools, and some time ago that country earned world recognition as a leader in the extension and the excellence of elementary school instruction. However, many people in Argentina have felt that more practical work in connection with intellectual training would better prepare their young people for life's struggle. Investigation shows that, but two years ago, of 1,000 boys and girls beyond the compulsory school age, 18 were in public secondary schools, 14 in normal schools, 5 in public and private commercial schools, 6 in trade schools, and perhaps 1 in an agricultural school.

Present authorities have acted upon the belief that people in general desire the new method of teaching. For more than a year, therefore, the national council of education has been opening "new-type" schools, and studying their acceptability to parents.

The national council in the Ministry of Justice and Public Instruction controls schools in the Federal District (Buenos Aires) and in the Territories. It is responsible for the Federal subsidy for schools administered by provincial authorities and, upon petition, establishes Federal schools in the Provinces.

Interest shown in the "new-type" schools by the people whom they serve is such that the council has worked out programs for the Federal District, the Provinces, and the Territories. These plans and programs appear in the council's organ, *El Monitor de la Educación Común*, for February, 1930.

In the "new-type" schools in the Provinces and Territories, one-half of the 4-hour session every week-day is devoted to primary instruction and the remainder to manual training. Wherever 7 or 8 acres of land are at the disposition of the school, all the principal agricultural industries are taught.

Following the approval by the National Senate of an amendment to the school law passed by the House nearly two years ago, another important step is the addition of fifth and sixth year courses in Federal schools in the Provinces.

As teachers in the new kindergartens the council will employ graduates from the normal schools who have taken an additional course of three months—part theoretical and part practical—under the direction of critic teachers who have taught satisfactorily in kindergartens in Argentina. The kindergarten used for practice teaching has 100 pupils, divided into groups of 20. Each student must have four hours of practice each day, and must present 50 lesson plans and a notebook illustrating the largest possible number of Froebel and Montessorian occupations. The theoretical examination dwells particularly on these systems.

Normal schools in Argentina do not train teachers for kindergarten work, and the few specialists in that line are all on the retired list. For many years the law has authorized the establishment of kindergartens, under appropriate conditions, and now the national council has decided to establish one or more in Buenos Aires.

National Education Association in Annual Convention, Columbus, Ohio

The Constantly Widening Field of Education Was Reflected in the Subjects Chosen for Special Consideration, and in Resolutions Adopted, Which Included Establishment of Three New Departments

By HENRY RIDGELY EVANS

Editorial Division, Office of Education

THE sixty-eighth annual meeting of the National Education Association was held at Columbus, Ohio, June 28 to July 4, 1930, with an approximate attendance of 20,000 teachers from all parts of continental United States and outlying parts. J. G. Collicott, superintendent of schools, Columbus, was chairman of the general committee in charge of arrangements.

Gov. Myers Y. Cooper, of Ohio, in an address of welcome, called attention to Ohio's appreciation of the benefits of education and its attitude of advancement toward new goals of endeavor. Among interesting features of the convention was a pageant portraying, in three cycles, definite episodes as well as symbolic interpretations of the development of the northwest territory and the contributions to education that were made during that period. The pageant, with a cast of 2,000, was staged in the Ohio Stadium, on the campus of Ohio State University. Fully 25,000 persons were present, and much enthusiasm was aroused. To the students and faculty of the university was assigned the task of depicting the founding of their alma mater.

Opening Session of Annual Meeting

The dominant theme of the meeting was "Vital Values in Education." Miss E. Ruth Pyrtle, president of the National Education Association, in an address before the general assembly, June 29, emphasized the study and appreciation of the great out of doors, training for the wide use of leisure time, and adult education in general. In discussing the international point of view as a vital value in education, she stated that much of the discord, unhappiness, and lack of harmony in the world is due to ignorance and misunderstanding. "Through false teaching," she said, "prejudices and hatreds have been built and fostered. It often takes decades, even centuries, to eliminate the bad effects of such teaching. We had far too much of that in the late World War, as we all know."

Willis A. Sutton, superintendent of schools, Atlanta, Ga., in discussing "What the schools can do in character and religious education," declared: "The

school can learn to cooperate with the home, the community, and the church in making character." He said:

Character Education in Schools

In my opinion the greatest opportunity for the development of a child's character lies in the proper attitude toward play. The playground in many respects is more valuable than the classroom. Children learn more from each other than they learn from their teachers. Play gives an opportunity for the free expression and development of the child's life. The teacher who finds out the type of play activity in which the child is most interested, who manifests an interest in this game, and if possible takes part in leading the child into mastery of the sport, has gained an open sesame into the heart and life of the child that will enable him to direct the moral forces that go to build the right kind of character. Play is creative. Teach the child to play fairly, squarely, honestly, with initiative, with fullness of life, with joy in success, with good sportsmanship in failure, and we have contributed a part to his nature that will make him able in the great game and business of life to rejoice in its successes, to be a good sport in its failures, to hold his head high and strive again for that which he seems to have lost.

"The church is one of the cooperating forces working for the development of personal character," said Bishop William F. McDowell, of the Methodist Episcopal Church, Washington, D. C., and added:

Activities and plans of the church are largely influenced and conditioned by the influence of the schools, press, the home, society, and other forces affecting personal life. It is not sufficiently realized that personal character is a resultant and not the production of a single agency.

"What the home can do in promoting character and religious education" was discussed by Mrs. S. M. N. Marrs, past president, National Congress of Parents and Teachers.

Education an International Factor

The international point of view, the art of living, and creative learning as vital values in education were discussed at the general sessions held on July, 1, 2, and 3.

Augustus O. Thomas, president, World Federation of Education Associations, Augusta, Me., in an address on Looking Forward, said, in part:

A world civilization is being built up with startling rapidity. Commerce, travel, communications, the press, religious and educational cooperation, treaties and agreements and world-wide charities must lead through imitation to a civilization of universal character. The world is face to face with either cooperation or

catastrophe. Intellectual disarmament must precede the physical.

Special Phases of Education Considered

The visiting teacher, education by radio, visual education through the medium of moving pictures, courses in family relationships, etc.—topics unknown to old-time pedagogues—were discussed in these departmental meetings, and aroused much enthusiasm and interest.

Radio's place in relation to education as a whole was described by Ben H. Darrow, of the School of the Air of Ohio, at a conference on education by radio.

Ira E. Robinson, of the Federal Radio Commission, Washington, D. C., spoke on "Educational obligations of the broadcaster"; and Richard S. Lambert, editor of *The Listener*, London, England, on "Use of radio in the development of international understanding."

In addition to the general sessions of the convention more than a score of departments of the association, together with allied organizations, held a series of meetings in which experiences of the teaching profession were pooled, and problems of education discussed intensively from every viewpoint.

Miss Emeline S. Whitcomb, specialist in home economics, United States Office of Education, presided at the home-economics section on June 30. The subject for discussion was "Home economics educates for parenthood." It was announced at this meeting that the assembly of delegates of the National Education Association was unanimous for the creation of a department of supervisors and teachers of home economics of the association. Miss Emma S. Jacobs, supervisor of home economics of the District of Columbia, was made president of the new department.

Miss Helen C. Goodspeed, special assistant to the director of home economics, board of education, Philadelphia, Pa., told one group that boys and girls in senior high school should be required to take a course in child care and training and in family relationships, the better to fit them for the family life that was almost sure to be theirs.

In an address to the National Council of Education, Dr. William C. Bagley,

of Columbia University, declared that "a considerable area of educational theory that has been based on prevailing mechanistic psychology will have to be scrapped." In discussing radio in the schoolroom he predicted a widening field.

Education Influences All Life

To train for the wise and wholesome use of leisure is one of the seven aims of education, James Edward Rogers, National Physical Education Service, New York City, told the department of school health and physical education. He stated:

The leisure-time problem becomes more acute with modern industrialism, with the short working day involving speed and strain. Therefore the public schools are providing indoor and outdoor facilities such as gymnasiums, playgrounds, sports fields, and recreation centers under trained leadership for the education of the child, youth, and adult in leisure-time activities.

Recognizing the need for the enrichment of adult life, the National Education Association is taking the initiative, and President E. Ruth Pyrtle has appointed a National commission and State commissions to promote plans for avocational education.

L. R. Alderman, president of the department of adult education, and chief of the service division, United States Office of Education, urged the establishment of evening schools in country districts as well as in every village, hamlet, and city for the education of illiterate adults. He stated that there are to-day probably fifteen to twenty million adults in this country who are functionally illiterate.

Herbert C. Hansen, president of the department of elementary school principals, Chicago, Ill., selected for the two sessions of his department topics in keeping with the general theme of the convention. At the first session vital values of certain school subjects received attention. The ethical lessons of truth, honesty, and concentration that come through the study of arithmetic were stressed by Miss Belle Torrey Scott, an elementary school principal of Columbus, Ohio. Miss Margaret L. White, supervisor of schools in Cleveland, Ohio, emphasized the demand for interesting reading material for young children, and the reading of literature that creates right ideals was pointed out, as a vital value of English, by George F. Cassell, an elementary school principal of Chicago. Dr. A. E. Parkins, of George Peabody College for Teachers, Nashville, Tenn., stated that the functional value of present-day geography lies in its world viewpoint.

Elementary Education Considered

The second session opened with greetings from the president of the association, Miss E. Ruth Pyrtle, herself an elementary school principal in Lincoln, Nebr. From the university point of view, H. C. McKown, of the University of Pittsburgh, stated that the four fundamental values in elementary education are useful knowl-

edge and skills, healthy bodies, many-sidedness, and social responsiveness.

Miss Edith A. Lathrop, of the United States Office of Education, who is in charge of school libraries, emphasized the fact that modern educational developments have made libraries indispensable to schools. It is in these developments, such as changes in school curricula, modern teaching techniques, and the enrichment of child life, that the vital values of school libraries are found. Speaking from the superintendent's point of view, W. B. Borden, of South Bend, Ind., said that vital values for elementary school children are acquaintance with what has been, adjustment to what is, and preparation for what is to be. William O. Thompson, president emeritus of Ohio State University, was the speaker at the annual dinner of the department. Miss Cassie F. Roys, an elementary school principal of Omaha, Nebr., was elected president of the department for the coming year.

Prof. Paul Dengler, of Vienna, Austria, director of the Austro-American Institute of Education, stressed the necessity of teaching the ideal in such a manner as not to estrange the youth from what is best in his own nation.

Pensions for Teachers, an Industrial Problem

A plea for teachers to realize that the teachers' retirement movement is an industrial problem and is only one phase of a general attack on old age was made by John K. Norton, director of research for the National Education Association, at a meeting of the committee on retirement allowances.

Interesting discussions were held at the sessions of the joint committee of the National Education Association and of the National Congress of Parents and Teachers. Miss Ellen C. Lombard, assistant specialist in home education, United States Office of Education, represented the Federal Government.

The fundamental purpose of the above-mentioned committee, which was organized in Denver, Colo., in May, 1930, is to study some of the forces which are contributing factors in breaking down the morale of the home and the school and interfering with the wholesome and successful growth of the boys and girls of the Nation.

Working together from the viewpoint of the home and the school, the committee plans to consider ways and means of protecting the childhood of the United States against destructive forces and to take, from time to time, such cooperative action as may be deemed necessary to carry out the purposes of the organization. The work of the committee is under the leadership of Mrs. Hugh Bradford, president of the National Congress of Parents and Teachers.

A resolution on the eighteenth amendment urged vigorous and impartial support of prohibition laws. The association adopted an amendment to its general resolution on the eighteenth amendment, pledging "support to the active educational campaigns in the schools and in behalf of the habits of living for which the eighteenth amendment stands."

Other resolutions adopted by the association urged:

Passage of tenure and retirement laws in each State based on the principles of justice to both teachers and pupils.

That requirements for beginning teachers be immediately increased in all States.

Establishment of a Federal department of education, with a secretary in the President's Cabinet.

That the pact of Paris be taught in schools, and that there be universal observance of International Good Will Day on May 18, anniversary of the opening of The Hague tribunal.

A campaign for the removal of illiteracy "until every adult possesses a knowledge of reading and writing equal to that required of a sixth-grade pupil."

Amendment of the Federal Constitution to permit enactment of a national child labor law.

Legislation to safeguard for the uses of education and Government a reasonable share of radio broadcasting channels.

Legislation by Congress prohibiting transportation in interstate commerce of all such literature, pictures, and tokens as are now denied the privilege of the United States mails.

Resolutions were adopted commending and indorsing the activities of the World Federation of Education Associations, deploring "any commercialization of school and college athletics," and stating the principle that every child is entitled to "an all-around physical education."

Closing Hours of the Meeting

By unanimous vote of the convention three new departments in the National Education Association were created—the department of educational research, the department of special education, and the department of home education. The department of secondary education, disbanded in recent years, petitioned for reinstatement.

At the last general evening session, held in Columbus Auditorium, Dr. William John Cooper, United States Commissioner of Education, delivered an address, *Pioneering Again*, in which he cited the influence of the West upon the interpretation of government, especially as it affects education.

Willis A. Sutton, superintendent of schools, Atlanta, Ga., was elected president of the National Education Association.

Observance of the Bimillennium Vergilianum in the United States

In This Unique Occasion—the Celebration, After 2,000 Years, of the Birthday of a Poet—Practically the Entire Civilized World Will Unite. In Many Places, in Many Ways, and by Many Different Organizations, the Bimillennium Will Be Marked

By ANNA P. MacVAY

Dean of Wadleigh High School, New York City; Vice President of the American Classical League; and General Chairman of the Vergilian Celebration

AMERICA joyfully unites with other lands in paying special tribute and high honor to one of the greatest poets of the world, Publius Vergilius Maro, whose two-thousandth birthday occurs on October 15, 1930. It is an event of international significance and evokes world-wide response, a focal point toward which converge many lines of interest.

Duration of the Bimillennium

The ceremonies, entertainments, and projects in recognition of Vergil's life and works, already begun in Italy, France, America, and other countries, will continue for at least another year, for the Bimillennium Vergilianum will not end until October 15, 1931. Since the influence of Vergil in European and American literature has been potent for 20 centuries, and since mankind as a whole is better for his having lived and sung, it requires more than a day, or a month, or even a year, to express due gratitude and admiration.

That Vergil's fame is not waning, but is destined to become still greater, is evidenced by recent happenings in the Near East. A year has not elapsed since the Government of Turkey proclaimed that the study of Arabic in schools should be replaced by the study of Latin, the recognized matrix of European languages. A few months later came the news that the first Latin classic to be translated into Turkish was Vergil's Eclogues.

A Bond Between West and East

That the peoples of the Far East would readily acknowledge the excellent greatness of Vergil, if only they could become acquainted with his writings through good translations, is the belief of an American scholar who for more than 30 years has been a teacher in Japan, an interpreter for the American Legation, and a correspondent of one of the great Chicago dailies. He cites the similarities between Japanese and Graeco-Roman civilizations, especially in mythology, wherein Vergil and Ovid might be Japanese classics.

Vergil's influence has ever been a civilizing force; his writings make a universal appeal. The terrifying chaos in social and political conditions that prevailed after the death of Julius Caesar and the fall of the Roman Republic is almost without parallel in history. The clash of arms was everywhere heard, the occupations of peace were in abeyance, fear as to what next might come gripped the hearts of the people. Through Vergil's poetic utterances his countrymen were recalled from civil strife to the pursuits of honest toil, the joys of simple living, and faith in their nation's destiny.

An Advocate of Civilization and Peace

Of the three great series of poems Vergil wrote in the first century before Christ, each has especial significance in this year of our Lord, 1930. The Eclogues show the cruelty of war and the glories attendant upon universal peace, the Georgics teach the dignity of toil and the blessings

of the simple life, and the *Aeneid* pictures the heart-rending and nerve-racking experiences of the Pilgrim Fathers of Rome during the long years when, as refugees from Troy, they wandered in search of a Promised Land in the West, wherein to enjoy religious freedom and perpetuate the best traditions of their ancestors. *Aeneas* is the prototype of every pioneer who undergoes vicissitude and hardship, turning aside from personal gratification, through faith in the mission of his race.

Celebration Sponsored by Classical League

Preparations for this great celebration have been in progress for several years. In 1924 the *Athene e Roma Society*, of Italy, summoned lovers and students of Vergil in all lands to unite in honoring the Mantuan bard. In 1927 the American Classical League undertook to sponsor a nation-wide observance of Vergil's two-thousandth birthday. It cordially invites all organizations and individuals to join in a great festival appreciative of the ideas and ideals for which Vergil, for two millennia, has stood.

This action was approved by Andrew Fleming West, honorary president of the league; by Ralph Van Deman Magoffin, president; and by the council. The first step taken to promote the undertaking was the appointment of Anna Pearl MacVay, dean, Wadleigh High School, New York City, one of the vice presidents of the league, as general chairman of committees for the celebration in America of the Bimillennium Vergilianum; and the next was in selecting John H. Finley, of the *New York Times*; Clifford H. Moore, of Harvard University; Paul Shorey, of Chicago University; Fairfax Harrison, of the Southern Railway; and Henry van Dyke, of Princeton, as an advisory committee. These outstanding representatives of education, of business, and of letters, were chosen from among many supporters of classical studies who occupy eminent posts of responsibility. Their number might have been multiplied a thousandfold.



"Mercury," portrayed by pupil, Harding High School, Aliquippa, Pa.

Some of the important activities already afoot are the planting of Vergilian gardens, radio broadcasting on Vergil's life, art, and influence; contests in essay and poetry writing; and community observance of the poet's birthday.

Many Countries Celebrate

Reports of Vergilian commemorations across the Atlantic occupy large space in the newspapers, especially those of France and Italy. Many of the cities of Italy, including Mantua, Naples, Florence, Turin, Milan, and Rome, will hold notable celebrations during the year, and will welcome the coming of Vergil lovers from other countries to the land of the poet's birth.

In Paris, for an entire week during March, highest tribute was paid to Vergil. Because March 25 is the traditional anniversary of the poetic meeting of Dante and Vergil, that day received especial prominence.

America Cooperates with Enthusiasm

Nowhere in the world is the Bimillennium Vergilianum more widely commemorated than in America, which fervently appreciates and acclaims the lessons Vergil teaches of universal peace, honest toil, and the ascending destiny of humankind. Schools, colleges, clubs, churches, and communities have held, or are planning to hold, public demonstrations in his honor.

Mount Holyoke College presented a notable open-air pageant, *Aeneas, Exile of Fate*, before a vast audience.

The Drama League of America has conducted a Vergil playwriting contest, and the winning play will be published by Longmans, Green & Co.



Vergil commemorative plaque designed by pupil, New York City School

In a scrapbook kept by the bureau are poems, plays, and essays written by students, also notebooks and scrapbooks. Nearly every State in the Union is represented in this collection.

Organizations and Publications Cooperate

The Poetry Society of America has announced a prize of \$100 for a poem of exceptional merit, suitable for reading at the society's meeting in celebration of the bimillennium, and at other gatherings in honor of Vergil.

In Georgia, the Atlanta Journal prints Latin word lists, syntax summaries, and enrichment articles in its regular issues, and has offered to high-school pupils \$100 in prizes for excellence in Latin—the major prize to go to the student who passes the best examination on Vergil's life and works.

Vergil Honored by Word and Pen

The Committee on Vergilian Lectures, composed of outstanding men and women

in educational circles in America, has secured more than a hundred lecturers of note to address public and private high schools and colleges, clubs, and literary societies.

Classical departments in several colleges have issued papers and monographs about Vergil, notably that of the University of Pittsburgh, under the editorship of Prof. Evan T. Sage. An important monograph is entitled "Vergil Papers." Yearbooks and magazines published by students, often with the assistance of a faculty member, furnish convincing evidence of deep interest in the celebration. Among those deserving of special mention are Nuntius (Senior High School, Little Rock, Ark.); Rostra (sophomore class, Hunter College, New York City); The Torch (Miss Chandor's School, New York City); Homespun (Senior High School, Greensboro, N. C.); The Newcomb Arcade (Sophie Newcomb College, New Orleans); The Beacon (Fordham University Preparatory School, New York City); Pegasus (John Marshall High School, Cleveland); and The Classical Bulletin (Marquette University, Milwaukee). The Service Bureau for Classical Teachers has many others which are worthy of commendation.

The committee on music has done eminent service, through the assistance of the division of music of the Library of Congress, in listing more than 70 pieces of music on Vergilian themes.

An important feature of the celebration is the organization of reading circles among lovers of classics and students of ancient languages for the purpose of reading or rereading the entire works of Vergil in the original or in good literary translations, as well as books about the poet. To help in this movement, the service bureau has printed a list of books (5 cents) that will prove interesting to Vergilian readers.



School art contributed its aid in commemorating the bimillennium

Publishers have been eager to add to the lists of available Vergilian books, and in some cases certain works have been brought out without regard to financial return.

Libraries and Other Organizations Cooperate

The national committee on exhibitions and activities in libraries has been most efficient. The Library of Congress, in its Union Catalogue, is listing all the works of Vergil and books about him to be found in public and private collections in the United States. This will be of inestimable worth to scholars and bibliophiles.

The Newark Public Library is planning for this fall a Vergilian exhibit; and other large libraries, notably the Brooklyn Public Library, are engaged in similar projects.

Many organizations, including the Phi Beta Kappa, the Federated Women's Clubs of America, the American Classical League, the Classical Association of the Pacific States, the New York Browning Society, etc., are cooperating in different ways in marking in a significant way the Vergil bimillennium.

Competition for the official Vergil bookplate has been keen, and art teachers in Los Angeles have been particularly active in stimulating interest among their pupils.

A phase of the celebration which perhaps will have the most lasting and far-reaching influence on study of the classics is the organization of Vergilian pilgrimages following the wanderings of Aeneas from the site of ancient Troy to his early settlement beside the Tiber. Various travel agencies have planned such trips, and the response has been most gratifying.

Plans are maturing for a great demonstration in honor of Vergil, to be held in New York City, in which many literary and musical organizations will participate. Speakers will be chosen from among foreign ambassadors and distinguished citizens of our own country. The orchestra will be directed by Dr. Walter Damrosch, and exercises will be broadcasted.

The American Classical League, New York University, University Heights, New York City, is sponsor for the bimillennial movement and will answer questions regarding it.

The league invites every lover of the best in literature and art, everyone who would hasten world understanding and peace, everyone who rejoices in the higher ranges of the human mind, to contribute to this great and memorable festival in honor of Vergil, and requests that a report of all noteworthy activities be sent to the general chairman for purposes of record in a volume of *Memorabilia*.

The American Library Association Conference

Emphasis Placed Upon Scholarly Attitude and Business Ability in the Library a Distinguishing Note of the Conference

By MARTHA R. McCABE

Acting Librarian, Office of Education

THE "A. L. A.," facetiously referred to by one of the speakers at the conference as meaning "Ask librarians anything," held its fifty-second annual meeting in Los Angeles, Calif., June 23 to 28. The programs, the exhibits of the book publishers, and the headquarters of the association all were assigned space in the assembly halls, and the lounges and corridors of the Biltmore Hotel.

Two thousand and more librarians were in attendance. In point of program, speakers, addresses, round tables, and enthusiasm, the conference is said to have been one of the best ever held. The citizens were most cordial and made the extramural part of the conference interesting and profitable to the visiting delegates.

Emphasis was placed upon scholarly attitude and business ability in the library profession. This was in evidence in the papers and addresses; it was the theme of the keynote address of the president of the association, Dr. Andrew Keogh, and was reflected in the thought of other speakers. A paper prepared by the late John Cotton Dana, of the Newark Public Library, read at one of the sessions, called attention to certain trends, namely: The scholarly achievements of librarians on advisory boards; honorary degrees bestowed upon librarians and higher degrees received for advanced work in the library field; the scholarships and fellowships now available for study in bibliography and library science; the establishment of a journal of discussion, "comparable to those in other professions"; the generous grants to college libraries by the Carnegie Corporation; the appointing of readers' advisors; the building up of superior library training schools with stronger faculties, and other significant trends.

The danger of farm isolation was stressed, as an issue for librarians to meet, by Lyman Bryson, head of the California Association for Adult Education, who referred to the tendency of the farmer to read mainly agricultural and technical literature. Discussions relating to the needs of rural communities for rural public libraries and for county-library service, brought out the significant need of libraries for both the rural schools and for the adult rural population.

The school libraries section, which embraces all types of school libraries,

from the elementary school to the junior college, teachers college, and university library, was largely attended. The section for library work with children was also active, maintaining that the school library can not take the place of work with children in the public library, as the "social significance of the latter lies largely in its preparation for a lifetime of happy association with books," as stated by Ralph Munn, director of the Carnegie Library at Pittsburgh, Pa.

Resolutions were passed by the council of the association recommending the following: State aid in generous amount for county and other large-unit rural public library service; commending the Federal literacy plans as set forth by the National Advisory Committee on Illiteracy, under the direction of Secretary of the Interior Ray Lyman Wilbur; the Pratt bill for appropriating \$100,000 for the reading room for the blind, in the Library of Congress; and a request to the Congress for a larger number of depository libraries in the United States for Government documents.

The entertainment and extramural side of the conference was carried on by means of excursions into the county library field and by personally visiting the libraries of that type in the city, and in the county within a radius of 40 to 50 miles; by visiting the libraries of Pomona College at Claremont, the University of California at Los Angeles, and the famous Huntington library and art gallery.

This library is intended for research, and is available for that purpose at this time to those who are qualified. A number of sight-seeing trips were made by the delegates, through the courtesy of the Los Angeles Chamber of Commerce, to visit the public libraries of Pasadena, Long Beach, Santa Monica, etc., and through the Hollywood and Beverly Hills sections, in addition to the county library trips made on three afternoons of the conference. The Los Angeles Public Library served tea at 4 o'clock each afternoon in the children's court of its new million dollar library building, and held a formal reception and dance in its rotunda the first evening of the conference.

Adam Strohm, librarian of the Detroit Public Library, was elected president of the association for the next year.

The Education of Handicapped Children in Rural Schools¹

By CHARLES SCOTT BERRY

Professor of Educational Psychology, University of Michigan; Consultant in Special Education, Detroit Public Schools

AMONG the more than 4,000,000 children enrolled in 1-teacher rural schools there are probably not less than 200,000 handicapped children who need special treatment or training. Although these children are sadly neglected, it is possible for the teacher to do much for them, even in the 1-room rural school.

The teacher should remember that the rural school for the mentally retarded child is a finishing school. Consequently she should attempt to teach him only the things that he will need to know and be able to do in order to lead a happy, useful life on the farm.

The blind, the deaf, the low-grade feeble-minded, and the crippled who need orthopedic treatment, have no place in the 1-room rural school. They should be sent to State or private schools and hospitals or to those large school systems which provide adequate treatment and training for such children.

Usually one or two handicapped children will be found in the typical 1-teacher rural school. The decision as to what should be done for such children depends upon the nature of the handicap.

If the child is partially sighted, the teacher should urge the parents to have his eyes examined. If glasses are prescribed, the teacher should see that he wears them. The child should be seated toward the front of the room near a window, and the window shades should be so adjusted as to avoid glare. Books with large type, free from gloss, should be provided. In writing, the child should use only pencils with heavy black lead, and paper free from gloss. The blackboard should be kept clean, and all writing on it should be large. The child should be taught how to hold his book and how to rest his eyes.

If the child is hard of hearing, the teacher should urge the parents to have his hearing examined by a specialist. The child should be given an opportunity to learn lip reading by seating him toward the front of the room near a window, where he can see the movement of the lips of his teacher, and by seating him in class recitation so that he can see the lip movements of other members of the class. The teacher should stand in a good light and face the child when speaking to

him, and she should give the parents similar suggestions. If these simple instructions are faithfully carried out, many hard-of-hearing children will learn enough lip reading to enable them to get along satisfactorily in their school work.

If the teacher suspects that a child is anemic, tuberculous, or undernourished, she should urge the parents to have him examined by a competent physician, and then cooperate with them in carrying out instructions of the physician. She should give special attention to the heating and ventilating of the schoolroom and see that the child keeps warm and is protected from drafts. If possible, a warm lunch at noon should be provided and the child given an opportunity to rest for an hour after lunch. A folding cot placed in the back of the schoolroom can be used for this purpose. It is surprising how quickly the child of lowered vitality responds to proper food, rest, fresh air, and sunshine. In stressing the formation of proper health habits, the teacher is helping the child help himself.

Should the child be mentally retarded, emphasize the development of his greatest aptitude. Since he usually has greater ability and more interest in general motor activities than he has in reading, writing, and arithmetic, the teacher should make use of this fact by stressing physical training, general motor coordination, and the formation of health habits. With the

assistance of the older children, much can be done on the playground for the physical and social development of the mentally retarded child, and in the home by urging parents to have him assist in work on the farm.

Since the mentally retarded child learns more slowly and usually forgets more quickly than the average child, teach him only those things which he needs to know and only when he needs to know them. In academic work, make much use of concrete objects and pictures. Provide abundant opportunity for oral expression in order that the child may learn to express himself in simple, correct English.

In reading, stress the knowledge of important words and phrases which he needs to know in daily life—such as danger, poison, stop, go, for rent, for sale, etc. Teach him to read headlines and advertisements in the daily newspapers and weekly magazines. In arithmetic, emphasize the making of change accurately and quickly, and teach him to work the simple problems of everyday life. In writing, it is legibility, not speed, that is important. In geography, it is best to start with the local community.

The library school at Hampton Institute, Hampton, Va., has been accredited by the American Library Association Board of Education for Librarianship as a senior undergraduate library school.

Less than one-third of the students registered last year in the University of Alberta were natives of the Province. Of the total 1,516 students, 1,301 were in full-time attendance throughout the year. Men students at this Canadian university numbered more than 1,000.



An improved one-teacher school building

¹ Abstract of an address delivered at the conference of Rural School Supervisors of the Southern States, called by the United States Commissioner of Education, at New Orleans, La., December 16-17, 1929.

SCHOOL LIFE

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SEPTEMBER, 1930

Lovick Pierce

IT IS with a feeling of sadness and regret that SCHOOL LIFE records the passing of Lovick Pierce, who for a period of 29 years was an esteemed and much beloved member of the staff of the Office of Education. He was appointed chief clerk of the office on October 10, 1893, by Secretary of the Interior Hoke Smith, and served in that capacity until July, 1, 1909, when he was given charge of the distribution of documents, which post he held until his retirement on August 20, 1922. He died in Sparta, Ga., in August, 1930, in his ninety-second year.

Lovick Pierce was born in Macon, Ga., March 5, 1839. He was the son of Bishop George Foster Pierce, president of the Georgia Female College, now known as Wesleyan College. At the outbreak of the Civil War he enlisted in the Fifteenth Georgia Regiment, and served throughout the conflict until its culmination at Appomattox. He received the commissions of both adjutant and captain during his military service, and was wounded a number of times. During most of the period of the war Mr. Pierce was in Longstreet's corps, Hood's division.

Mr. Pierce was a man of deep religious feeling, and most kindly in his nature. As Dr. William T. Harris once expressed it, he was a perfect type of a true southern gentleman.

Vergil

ON OCTOBER 15 the world will celebrate the two-thousandth birthday of Vergil, and SCHOOL LIFE takes pleasure in calling the attention of its readers to the importance of this event. As Miss MacVay, general chairman of the Vergilian celebration, says: "The Bimillennium Vergilianum will be the golden year in literary annals and will provide an unique opportunity for international concord."

Tennyson speaks of Vergil as "Wielder of the stateliest measure ever molded by the lips of man." But Vergil was something more than a mere polisher of stately verse; he was not only a poet but a prophet. The problems which he deals with, and endeavors in his immortal poems to solve, are very much those of to-day. Says John Erskine in Harper's Magazine, August, 1930: "In raising the question of progress Vergil made himself the poet of times later than his own. So convincingly did he indicate the tragedy of civilization that the Early Church could point to him as a witness when it invited men to fix their hopes on another kingdom in another life."

"His glorification of the citizen's duty, of the Roman discipline, provided Dante, for example, with an image of the Christian service in the empire of the soul."

"But those of us in these late times who are not content with the answer which St. Augustine and Dante gave to Vergil's problem, who are not willing to admit that civilization may not some day be achieved here on earth without incidental grief and wreckage, are lured back to the *Aeneid* by the fact that we have not yet a better account to give of ourselves than Vergil gave of Rome."

Publius Vergilius Maro, known to the modern world as Vergil, was born in 70 B. C. and died in 19 B. C. He was the son of a farmer, and his birthplace was the hamlet of Andes, near Mantua. He was educated at Cremona and Mediolanum (Milan) and finished his studies at Rome, where he took courses in oratory and philosophy. This son of a peasant farmer became the glory of the Augustan Age. The purity and sweetness of his nature won him many friends. Horace called him a "white soul." Vergil never married; he lived the life of a scholar and a recluse. Always a lover of nature and its varying moods, he exalted life in the country, and some of his finest verses are dedicated to a portrayal of rural scenes, such as his *Georgics*. In these poems he praises the blessings of labor and the joys of simple living.

Persuaded by his friends to write an epic which should glorify "the grandeur that was Rome," he produced his *Aeneid*, to which he devoted the last 10 years of his life. During his last illness he ordered the manuscript of his poem to be destroyed, as he was dissatisfied with it, but fortunately his wishes were not carried out, and it was preserved for posterity as one of the "literary bibles" of humanity along with Homer's *Iliad*, Dante's *Divine Comedy*, and Shakespeare's plays. At an early period his works became textbooks in the Roman schools. Lines from the *Aeneid*, scrib-

bled by schoolboys, may still be traced on the walls of Pompeii. With the revival of learning in Europe, Vergil's influence became potent among men of letters, and it has extended to the present time. The Early Church considered him among the divinely inspired, because he describes in his Fourth Eclogue a Golden Age that is "to follow the birth of an expected infant," which passage is suggestive of similar announcements in Isaiah, foretelling the reign of the Messiah.

During the Middle Ages a mythos grew up about the personality of Vergil that attributed supernatural powers to him. He was regarded as a seer and a necromancer. Says a writer in Harper's Dictionary of Classical Literature and Antiquities:

"Partly because of a vague remembrance by the people of the episode of the Descent into Hell, which forms the subject of the Sixth Book of the *Aeneid*, and partly because his Fourth Eclogue was believed to be a heathen prophecy of the birth of Christ, Vergil came at last to be regarded as a great magician. His mother's name, *Magia Polla* (*magia*, 'magic,' *polla* as from *polleo*, 'mighty'), appeared to confirm this notion, and his own name as finally derived from *virga*, 'a wand,' helped along the myth."

His works, as early as the second century, were consulted as oracles. For example, the *Aeneid* was opened at random, and "an omen was drawn from the words of the first passage on which the eye fell." Charles I of England is said to have consulted the *Aeneid*, opening the book at iv, 615-621, which reads in part: "Do you not see the wall of danger which is fast rising round you, infatuate that you are * * * ?"

In closing, let us hear what Lord Tennyson has to say of Vergil in the ode which he wrote at the behest of the citizens of Mantua to celebrate the nineteen-hundredth anniversary of Vergil's birth:

"Roman Vergil, thou that singest
Ilion's lofty temples
robed in fire,
Ilion falling, Rome arising,
wars and filial faith, and
Dido's pyre; * * *
Thou that seest Universal
Nature moved by Universal
Mind;
Thou majestic in thy sadness
at the doubtful doom of
human kind;
Light among the vanish'd ages;
star that gildest yet this
phantom shore;
Golden branch amid the shadows,
kings and realm that
pass to rise no more. * * *"

Authority on Education Preparing New Textbook

Dr. P. P. Claxton, United States Commissioner of Education for 10 years—1911 to 1921—has recently undertaken the compilation of a book on geographic, economic, and other conditions in the State of Tennessee, which will probably become a textbook for use in schools of the State, according to information received by the United States Office of Education.

Doctor Claxton, who is a native of Tennessee, has devoted his entire life to education. After his graduation from the University of Tennessee in 1882, he taught school in North Carolina. Later he was a graduate student at Johns Hopkins University. Subsequently he studied in Germany, and he has visited schools in different sections of Europe. He holds numerous academic degrees. Professorships in many departments of education have been filled by Doctor Claxton, as well as important educational administrative positions in North Carolina, Tennessee, Alabama, and Oklahoma. He was early associated in the work of the Southern Education Board, and is at present a member of a number of educational boards and councils.

In 1897 Doctor Claxton started publication of the North Carolina Journal of Education, and later of the Atlantic Educational Journal. While Federal Commissioner of Education he inaugurated the publication of *SCHOOL LIFE*, which includes within its scope all departments of education.

National Survey of Teacher Preparation

A study of the qualifications of teachers in public schools, the supply of available teachers, facilities available and needed in teacher training, including courses of study and methods of teaching, as authorized by the recent Congress, will be made by the Department of the Interior through the Office of Education.

The appointment, as associate director, of Dr. Edward S. Evenden, of Teachers College, Columbia University, has been announced by Dr. Ray Lyman Wilbur, Secretary of the Interior. Work will be under the supervision of Dr. William John Cooper, United States Commissioner of Education, who functions as director. In the study Dr. Benjamin W. Frazier, senior specialist in teacher training of the Office of Education, will officiate as administrative assistant.

A fund of \$200,000 for the conduct of the study of teacher training has been provided by Congress, and of this amount \$50,000 is available for expenditure during the present year.

Appointment has been announced by Secretary Wilbur of the following educators who will constitute a board of consultants to act as advisors in the undertaking: Dr. William C. Bagley, Teachers College, Columbia University; Dr. W. W. Charters, Ohio State University; President George W. Frasier, Colorado State Teachers College; Dean William S. Gray, University of Chicago; Dean M. E. Haggerty, University of Minnesota; Dean Henry W. Holmes, Harvard University; Supt. John A. H. Keith, Pennsylvania; Dean William W. Kemp, University of California; President W. P. Morgan, Western Illinois State Teachers College; Dr. Shelton J. Phelps, George Peabody College for Teachers; and President D. B. Waldo, Western State Teachers College.

Other advisory committees include a national professional advisory committee to represent the various interests allied to teacher-training agencies, and a national committee composed of lay members.

Oregon Trail Essay Contest

The historical essay contest of the Oregon Trail Memorial Association has been made a part of the national high school awards for 1930-31.

Every high-school undergraduate in the United States is invited to participate, for the sake of gathering and recording true stories of the opening of the West. This contest is an important part of the Covered Wagon Centennial, authorized by proclamation of President Hoover, to be observed from April 10 to December 29, 1930.

Choose Your Topic

Contestants may take either of the following as their topic: (a) The true story of the opening of the West, or (b) What my State has contributed to the opening and building of the West.

The Oregon Trail Memorial Association medal, in bronze, will be awarded to one girl and one boy in each State who in the opinion of the judges have submitted the best essays. The school from which each winner comes will also receive an Oregon Trail Memorial Association medal, mounted on a handsome plaque, suitable for permanent preservation by the school.

(1) Every manuscript, at the top of the first page, must show the city and State from which it comes, the name, age, address of the student, the name of the school, and the grade.

(2) Every student must state in writing, "This contribution is original and is not copied from any source except as indicated by quotation marks." A list of the references used should accompany the entries in contest B.

(3) All manuscripts must be countersigned by the teacher or principal and must be sent in by the teacher or principal of the school.

(4) All manuscripts must be mailed to the National High School Awards, 40 South Third Street, Columbus, Ohio; and, to be considered, must be received at that office by November 15, 1930.—*Florence C. Foz.*

An Authority on the Kindergarten

An honor has been conferred upon a former member of the staff of the United States Office of Education in the recent request of the Encyclopedia Britannica that Miss Nina C. Vandewalker, a well-known authority on the kindergarten, prepare the article on that subject for the new (fourteenth) edition of the encyclopedia.

This is Miss Vandewalker's third encyclopedia article. The first article was written for the Cyclopedia of Education, edited by Dr. Paul Monroe, of Columbia University, in 1913; and the second one for the World Book, edited by M. V. O'Shea, of the University of Wisconsin, in 1918.

Miss Vandewalker is also the author of an authoritative work, *The Kindergarten in American Education*, and of numerous articles and bulletins on the kindergarten. She was principal of the kindergarten training department in the Milwaukee State Normal School for many years before her appointment to the United States Office of Education in 1920.

Special Art Opportunities for Gifted Children

Every high school in the city and 17 intermediate schools of Detroit are represented in the present enrollment of 380 specially gifted pupils who are members of the Saturday morning classes for the study of art, conducted in the Detroit Institute of Arts. Of the students accorded this privilege 174, nearly half, are from intermediate schools. Several high-school graduates also attend. There is no age limit.

The practice was inaugurated a year ago by the board of education. Entrants must be recommended by their regular art teachers, and there is no age limit. The desire to learn, application to work, and regular attendance are the only requirements. No courses are required and no credits are given, but students are expected to inform themselves concerning the artist whose work they are studying, of the epoch in which it was produced, and its title.

Corner Stone of New National Education Association Building Laid in Washington City

Representative Educators Participate in Impressive Ceremonies Marking New Epoch in Growth of the Association and its Adaptation to Needs of Public Education in the United States

By BARBARA E. LAMBDIN
Editorial Division, Office of Education

THE corner stone of the new administration building of the National Education Association was laid by the Grand Lodge, F. A. A. M., of the District of Columbia, on July 25, 1930, in the presence of an appreciative and distinguished gathering of educators, Federal officials, and representatives of foreign governments.

The occasion was more than a function in connection with the construction of a handsome new addition to the present national headquarters. Cost of construction of the building is met from the Life Membership Fund, and the building constitutes a memorial to the zeal and devotion of the teachers of America.

Seated in the audience was the secretary of the association, J. W. Crabtree, of whom one of the speakers remarked: "This building is largely the creation of the initiative and devotion of one man whose name does not appear upon the program."

Following the singing of America by the audience, led by a Masonic choir, and invocation by the Rev. George Culbertson of the New York Avenue Presbyterian Church, which has numbered among its worshippers many Presidents of the United States, the first speaker on the program was Walter R. Siders, of Montclair, N. J.,

chairman of the board of trustees of the National Education Association. Choosing as his subject, "Functions of professional leadership," he said, in part:

America is not so much a place as an ideal, the ideal being equal rights and equal opportunities to every individual according to his abilities. Consequently equal educational opportunity for every child in America is one of the major aims of this National Education Association.

Education can never be static—it must be dynamically functioning as discovery and progress demand. When this association adopted as its platform (1) a well-trained teacher in every school; (2) equalization of educational opportunity; (3) preservation of health, and conservation of national vitality; (4) Americanization of the foreign born; and (5) removal of illiteracy, the profession rallied to these standards. I wish it were possible to emblazon on this building in light what was written by Dante, "Give the people light, and they will find the way."

Joseph H. Saunders, superintendent of schools, Newport News, Va., speaking on life membership and the building, mentioned the fact that—

The National Education Association has a membership in excess of 200,000, representing every city, town, village, hamlet, and rural district in each of the several States and Territories. They form the very backbone of our Nation. On their courage and self-sacrifice depend the future stability of our Government and the future prosperity, happiness, and welfare of our people.

To the life membership, therefore, is largely due this miracle, now being wrought in steel and stone.

Miss E. Ruth Pyrtle, former president, and now first vice president of the association, representing the new president, Dr. Willis A. Sutton, who was unable to be present, speaking for the membership of the association, expressed the opinion that—

After all, the development of the profession is not due to the efforts of national leaders so much as it is to the teachers, principals, and superintendents who are laying the foundations in every community in the Nation.

Addressing the grand lodge she continued:

You are laying the corner stone of a building dedicated to the service of education and welfare—a building which marks an epoch in education in the United States. Up to this time plans and policies from European nations have been in vogue—adapted, of course, as nearly as possible to American needs. But gradually certain American ideals have taken definite form. A great system of education has been evolved. European nations are already beginning to borrow from us as we formerly borrowed from them.

Let every brick, let every piece of iron and steel in this building, let the very mortar in which this corner stone is set, be charged with the spirit of democracy and with the principle of equality of opportunity for all youth.

In an address on "Corner stones," the United States Commissioner of Education, Dr. William John Cooper, said:

What is that something in man which we term "mind"—curious, investigative, and reflexive—the one thing in the whole order of created things which seems capable of giving meaning to the rest? In common with electricity it defies exact definition or scientific analysis. Like electricity, also, it certifies its presence by its works.

Just as our present comforts and luxuries are due in large part to the harnessing and directing of that force which we call electricity, so those cultural elements which we consider the choicest flowers of civilization have come from disciplining and directing those forces in man which we vaguely term the mind. In each case progress has been due primarily to those who have done the harnessing or disciplining and the directing. In the one instance we term them engineers, in the other we call them teachers. Both have ample reason for pride in their work; both are entitled to popular esteem, and to adequate financial return for their service.

Members of the board of trustees and the vice president of the association, together with the United States Commissioner of Education, assisted in spreading the mortar beneath the corner stone. Among the objects placed in the stone were a scroll containing the signatures of the 3,750 life members of the association, and a list of officers and members of the staff; notable publications of the association; a Bible; and a United States flag.

Historic Relics Used

Col. C. Fred Cook, Deputy Grand Master of the Grand Lodge, F. A. A. M., of the District of Columbia, emphasized the abiding interest in education of the Masonic Fraternity.

The trowel used in the Masonic ceremonies was that employed by George Washington in laying the corner stone of the National Capitol on September 18, 1793. This historic implement of the Craft is the property of Alexandria-Washington Lodge No. 22, of Alexandria, Va.



ADMINISTRATION BUILDING FOR THE
NATIONAL EDUCATION ASSOCIATION
WASHINGTON D. C.
FRANK IRVING COOPER CORPORATION ARCHITECTS
BOSTON MASSACHUSETTS

Creative Discussion in Adult Education

An Interpretive Record of Jottings from an Experimenter's Notebook. Educational Conferences Are Described Exactly; Others Are, in Some Instances, Recommended Procedure, or a Composite of Several Experiments, in Whole or in Part

By EMILY SOLIS-COHEN

Formerly in Charge of the Program of Women's Activities, Jewish Welfare Board¹

INSTEAD of remaining apart as recorder and distant readers, let us imagine ourselves face to face. Thus can we experiment with ourselves, for, in the words of Eduard C. Lindeman, social worker, teacher, and writer, "Knowledge of the self discloses what the self is capable of expressing." Thus, together we can conduct an inquiry into the value of the creative method of discussion in adult education. Were we actually face to face, interchanging experience, we might leave to the conclusion of the discussion any attempt to define what, as teachers, we mean by adult education. Since we are not so situated, we shall use for the purposes of this inquiry, another statement of Lindeman's:

"Small groups of aspiring adults who desire to keep their minds fresh and vigorous; who begin to learn by confronting pertinent situations; who dig down to the reservoirs of their experience before resorting to texts and secondary facts; who are led in the discussion by teachers who are searchers after wisdom and not oracles; this constitutes the setting for adult education, the modern quest for life's meaning."

The Meaning of Education

As for education itself, let us be content with the definition—"a leading forth." Perhaps we may state as our general agreement that education is, or should be, "coterminous with life." "The club meeting," said Alfred D. Sheffield, "under skilled guidance can become a sort of resonance-chamber by which its members catch up social and spiritual valuations that would otherwise go unrealized in their workaday routine."

Now we are ready for our imaginary adventure. Through our somewhat inadequate means of experiencing "creative discussion," we will be in position to consider its uses, for we will have the "feel" for what it is. Our leader suggests that we search our own experiences for examples of conferences at which there was discussion. These we shall here list.

Examples of Club Forums

A club invited its members to a forum on The Significance of the London Conference. Three authoritative speakers

presented several aspects of the subject. They stated facts, expressed opinions, and even recommended a course of public action. Then the floor was declared open for discussion. Some differing opinions were expressed through the guise of questions addressed to a particular speaker. Further clarification was requested. Facts were challenged. Questions received replies from the platform. They were all pertinent to the subject as presented. In due course, no further questions being forthcoming, the meeting adjourned.

Suppose This Plan Had Been Followed

A club had arranged for a forum on a matter of local public interest. Specialists known to have expressed definite opinions on the question of policy and public action involved in the subject, were invited to be present. Each was asked to give a 5-minute summation of his point of view, and he was told that this would be considered as part of the data to be laid before the forum for discussion. Then members of the audience were asked to speak, stating what experiences they had, and what opinions they had formulated. The chairman announced that opinions and facts, rather than persons, would be heard, and that no one should speak in the first half hour who had not something different to say from what had already been laid before the meeting.

At the close of this half hour the chairman gave a résumé of the salient facts and opinions presented, and then asked for general discussion. This he kept as relevant as possible, but he allowed more leeway than was usual for the relating of an experience or for the stating of what, before the discussion began, had seemed to the speaker to be fact. The closing half hour of the time allotted was given to further analysis, and then the audience was asked if any member could formulate what was apparently the general conclusion to be drawn from the discussion. Several statements were made, and there was more or less general agreement as to the trend of the discussion. Someone asked if the club would not permit the formation of a smaller group to look into the matter more thoroughly, and to present the results of its work to the general meeting, so that those present could have further opportunity to become better informed.

A Policy-Formulating Conference

Through a change of circumstances in connection with the project of a certain organization, a conference was called to discuss a change of policy. Opinions formulated by individuals previous to the meeting were brought forward, but they were soon checked by the chairman's decision that, under parliamentary procedure, a motion was in order before discussion. A motion was then made defining one of the projects previously mentioned. The rest of the discussion was by proponents and opponents, stating why the vote should be ye or nay. Interests clashed, defenders waxed eloquent. Finally a vote was taken. The majority decided in favor of the project embodied in the motion, and nothing else could be given consideration.

A Contrasting Conference on Question of Policy

In the conference the chairman asked each of those present to define what the organization had as its purpose, what it had accomplished, and what the present situation was. These expressions were then tabulated and compared. Before any new plan was suggested, the group decided that it would be well, in connection with the present situation and the promise of the future, to reformulate the objectives of the organization.

A small committee was appointed, which held a public hearing. There was a general consensus of opinion as to policy. A meeting was called to discuss plans for a project, and all members were invited to send, in advance, a written description of a project. These, together with suggestions from the floor, were further analyzed in relation to policies, and the question as finally decided was, "Which project is best for present adoption, and which might be considered when there is a possibility of its being effective."

The Formal Lecture and Subsequent Discussion

Picture the usual lecture hall, with platform address. The audience disbands immediately, or remains to listen to questions from the floor and answers from the platform. What of a subsequent meeting to discuss the lecture and questions?

Contrasting Convention Procedures

Orators, arguing delegates, exhortations, motions, resolutions, passive listen-

¹ The Jewish Welfare Board is the national organization of Y. W. H. A., Y. M. H. A., and the Jewish Community Centers.

ers later becoming active voters. Some have kept their preconceived opinions, some have been swayed. Opinions have fought against each other violently, and have won emotional defenders. The convention began in a test of strength; it ended in a test of strength.

Suppose a convention, during its first day, divided its delegates into groups which met under the guidance of a discussion leader. Each group had all necessary data concerning the problems to be presented to the convention. These were discussed freely, the discussion originating in the group. Each group came to some general conclusion. There was no vote, and those who differed from the general conclusion drew up a statement of their own.

The next day the convention met in general session, and each group reported its findings. These were discussed for their own worth, and not as the opinion of any one person or clique of persons.

Discussion Conferences for Educative Purposes

A group of young women employed in offices met to discuss problems confronting women in business. The leader distributed a printed list of "job words and phrases," requesting that those which, on first reading, were more disagreeable than agreeable should be checked. This was to reveal which word or phrase had evoked the most emotion, and therefore the least thought. Among the words and phrases were: *Time clock, regularity, woman boss, business lie, equal pay for equal work, married women at work, woman's place is in the home*. There was unanimity in checking "married women at work" by this group—they were all unmarried. The leader asked some one to give her reasons for this check: "It's unfair to the single girl"; "The married woman has some one to take care of her"; "She works for luxuries"; "She can get away with anything because she can be independent."

Every reason was given from the point of view of the effect on *me*—the individual—the single young woman.

The leader then asked why any married woman whom they knew worked. The answers included "Paying off the mortgage"; "Sending children to college"; "Holding a position in which a reputation had been won"; "To keep from being lonely."

The next query was why the group and other single girls of their acquaintance worked. Some of the answers tallied with the reasons given for the married women, particularly those where the answer was, in substance, "To be able to have some-

thing beyond the mere shelter, food, clothing, and pin money allowable under the family budget."

Most of these answers had been concealed in stories. They were drawn out and listed on the blackboard.

A Social Attitude May Be Cultivated

Other subjects were discussed. They usually began with recitals of personal or class grievances, and ended in a conclusion that was social.

There was another interesting outcome of this experiment. At the last meeting a young woman inquired, "May we ask some factory girls to join us next season? They may have the same problems." She was answered by a fellow member, "What difference does it make whether their problems are the same? If they are different, they may be more interesting."

And this we will all acknowledge to be a fine result of the educative process. The group began by disliking "the person of other experience" who was a rival; it ended by their wondering whether a person of different experience, faced with the same general situation, might not be an asset to its membership, and might not contribute to its understanding of the problems faced by all.

Additional examples might be cited. Suffice it to say that, in the following types of conference, methods differing only in technique from the checking of a word list were used to elicit experience and opinion from the group before any reference was made to text or teacher.

Value of a Common Experience

A program-formulating committee in a community center met with a visiting discussion leader. Previous to the opening of the meeting, a girl had remarked that they "did not want religion, or history, or highbrow stuff."

With this as a hint, the leader opened the discussion by relating an experience in which the impression her personality made, and the impression she had hoped it would make, seemed totally at variance. Had others a similar experience? There was an eager relation of such experiences, and then questioning as to what personality is and what traits are desirable.

At the close of this discussion the desirable personality was depicted and the question asked: "How can we go about creating this in ourselves?" That same group later gave consideration to the program, outlining one that included study of the human personality, study of the spiritual heritage of their group, and the history of their country. They are at the same time discovering their latent

talents and interests, and will continue to plan a program based, year after year, on these disclosures.

In a certain college, members of the Catholic, Protestant, and Jewish societies held a joint meeting to inquire as to the possibility of formulating a project in which they could unite, and which would not interfere with their special group activities.

Getting the Other's Viewpoint

The discussion opened with a desire to understand each other. A Catholic was asked what the word "Protestant" meant to her; a Protestant, what the word "Jew" meant to her; and a Jew, what the word "Christian" meant to her. Members of each society, respectively, were then asked to describe themselves. It needed no leader to point out the differences that existed. The group realized that there was much to learn of each other and arranged, as a part of its program, the presentation by specialists of the fundamentals in belief and prescribed behavior of each group.

Child Situations Discussed by Parents

In parental education groups, discussion of actual child situations and parent situations brought by members to the attention of the group and analyzed, led to more serious and intelligent instruction than the group stated it had had in a previous season with the lecture-question method.

Analysis of Differences in Discussion Methods

It may be fairly stated that the conclusions from our study are that in conferences by one method *there was a pouring in before there was a drawing out*. What was drawn out in the way of opinion was either consent or disagreement with what had been poured in as information. Some persons gave no expression of opinion, and it may be that no impression was made on their minds by what was said because of the obstruction of their preconceived and unexpressed misapprehensions and incorrect information.

In the second method *there was a leading out before there was a pouring in*. Each student examined what she contributed, and what every one else contributed. The group mind as well as the individual mind was purged of error, and was able to recognize its need for further information and study. There was the beginning of the process of that self-knowledge which leads to complete and intelligent self-expression. Each member of

the group contributed to the conclusion which could not have been reached except for the individual contributions.

A Creative Method

In short, the second method of discussion is, we will agree, *creative*, in that it forms something new from material that exists, and it stimulates in each person the exercise of the creative faculty which, because so often dormant or suppressed, adults have come to believe to be possessed only by a gifted few, or to have been lost with youth.

Thousands of years ago, Joel, a teacher in Judea, said: "And it shall come to pass afterward, that I will pour out My Spirit upon all flesh; and your sons and your daughters shall prophesy, your old men shall dream dreams, your young men shall see visions: and also upon the servants and upon the handmaids in those days will I pour out My Spirit."

Perhaps the laboratory men and women in adult education to-day, are bringing nearer to realization the day when "dreams of the poem, the invention, the drama, the painting," shall not "be brought to half realization" and lost. Instead, master and servant, woman and man, the youth and the elder, shall use their endowment of the creative spirit which is poured out on all.



Practical Student Self-Help

A farming project, which is expected to supply a source of revenue for school activities, has been undertaken by boys of Central Valley High School, Spokane County, Wash. They will develop an 8-acre tract of vacant land adjacent to the school, which belongs to the district. It is expected to provide, at the same time, a valuable educational project extending over a period of years, and every boy in high school is serving on some committee. In addition, the boys will assume complete charge of the school grounds. They will care for the shrubbery, build cement sidewalks, gravel roads near the school, improve the athletic field, and construct two new tennis courts. A year or two may be required to get the project well under way.



A "little theater" tournament, open to high schools throughout the State, is held annually at the University of Montana, Missoula, during interscholastic week. A cup is awarded the winner of first place, and if won three times the trophy becomes the permanent possession of the school.

Supervision by Teacher-Colleges of Teachers in Rural Schools

Methods of Supervision Vary in Different Institutions and States, but in All the Serious Attempt Is Made to Elevate to a High Level the Quality of Teaching

By WILLIAM R. DAVIS

Stephen F. Austin, State Teachers College, Nacogdoches, Tex.

TEACHERS' colleges are finding that preservice training is, in itself, inadequate to bring about the greatest efficiency in rural teaching, and are beginning to assume responsibility for the in-service training of their students who teach in rural schools. While there is at present no specific plan of rural supervision that can be adopted by teachers colleges in general, most teacher-training schools attempt in some way to follow the rural teachers into their schools and to assist them in an effort to increase the efficiency of the teaching done there.

No Uniform Plan of Supervision

Reports secured from 40 teachers colleges throughout the country show that, instead of one general plan of college supervision of rural teaching, many plans are now in use. A brief description of the plans in 27 of the schools reporting follows. These 27 plans are typical of the 40 plans reported and show the amount and character of the rural supervision which is at present being done by teachers colleges.

1. Mankato, Minn.: A 1-year rural course is offered in the college. It includes: Rural school management, rural school methods, elementary handwork, reading and speech, art, literature, nature study, psychology, writing, music, arithmetic, history, geography, grammar, and composition.

In-Service Training Varies Widely

2. Trenton, N. J.: In-service training consists chiefly of mimeographed helps mailed to teachers; occasional all-day visits; talks before groups of teachers and parent-teacher associations—a helping-teacher force that aids much in in-service training. Exhibits of teaching helps are of much assistance.

3. Bowling Green, Ky.: Ten or twelve experienced teachers are sent out each autumn. They stay a week and supervise and criticize instruction, hold conferences, and close the week's work with a teachers' meeting on Saturday. They reach 1,000 rural teachers in the 10 or 12 counties. The faculty teaches about 500 rural teachers in Saturday study centers.

"We are selling to county superintendents the idea of training in service for rural teachers. Our county superintendents are becoming professional schoolmen. Training in service is going rapidly." The 4 normal schools and the department of education in the State university all do some of this work—so 2,000 teachers are aided each year.

"We very much need one or two teachers who can devote the whole rural school year to supervision. In this way rural school supervision would soon come to be required by law."

4. Florence, Ala.: In-service training is accomplished largely by extension work. County supervisors are under the State. Some rural schools are largely under the control of the college.

5. Huntington, W. Va.: Attendance at summer school each year is required of rural teachers. A rural schoolman is added to the faculty in the hope of being able to do more for the rural schools.

Follow-Up Work Considered Important

6. Greenville, N. C.: The State has county supervisors. Once or twice during the first year a teacher from the college visits each graduate from the 2-year course. This teacher works through the county superintendent, county supervisors, and local principals.

7. Frostburg, Md.: There is no organized follow-up work by the college, but through county and State supervisors and through conferences and teachers' meetings there is close cooperation with rural teaching done by graduates.

8. Alva, Okla.: There are model and superior model schools under the State superintendent's office. These schools are classified by an inspector from the college, who uses an 1,800-point score card. Courses in education are given by the inspector's department. In such courses the model schools are studied and projects worked out.

9. Madison, S. Dak.: Follow-up work is called "visiting field service." Seven supervisors are sent out into the field to stay for one week. The supervisors recommend that the college emphasize four points in connection with rural courses: (a) Management of childrens'

study periods; (b) training for use of the State course of study; (c) "all-round" training for rural teachers; (d) training for social adaptation.

10. Springfield, S. Dak.: Helps are sent to rural teachers—such as outlines, courses of study, teaching devices, etc.

Extension Courses for Teachers

11. Bowling Green, Ohio: Our model rural schools under the supervision of the college are centralized schools.

Extension courses are given by 2 members of the faculty who devote full time, each having from 6 to 8 centers per week and enrolling from 15 to 30 in-service teachers per center.

Teachers in service get leave of absence to do observation and practice teaching in the model rural schools. They spend from three to six consecutive weeks in these schools, under the critic teacher, who is a member of the college faculty. The head of the department of rural education visits each school once a week and helps to direct the policy of the school.

A student can earn one semester hour credit per week if her work is satisfactory. Six credits in practice teaching are required for graduation.

Summer school is conducted each year for teachers.

12. Springfield, Mo.: A cut in appropriations makes in-service training inadequate. The college holds itself in readiness to visit and advise any school desiring assistance. Members of the faculty frequently address meetings of rural teachers, whenever called upon by the county superintendent.

13. Cheney, Wash.: Rural teaching is done principally by normal graduates. Little in-service training is done.

14. Winona, Minn.: The college sends two supervisors into the rural schools to give demonstration lessons.

15. San Jose, Calif.: The college asks for annual reports from the superintendent and supervisors on every teacher in service.

16. Stevens Point, Wis.: In-service training is promoted by reading circles, group meetings at centers, and general meetings at the normal school.

17. Whitewater, Wis.: The college has a rural practice school. For two weeks, in the spring, rural students practice out in the rural districts.

Score Cards Rate Teachers

18. Athens, Ohio: The college (university) asks the superintendent to rate his teachers (employed from the college), using the score card which is employed by the college in rating student teachers. The superintendent's rating is compared with the critic teacher's rating. Representatives from the college visit schools, especially those in need of help. With the

superintendent's permission, the college writes to its rural teachers requesting them to refer to the various teachers in the institution educational problems which they meet.

19. Baltimore, Md.: Students, in groups of two to four, teach all the morning in rural schools. They live at the normal school, and come back in the afternoon for conferences. There is no follow-up of these students except as supervisors chance to proffer information.

20. Fresno, Calif.: Extension courses are given when requested by a group. Rural teachers may also enroll in the conference groups which are arranged for students doing practice teaching in rural schools.

21. Normal, Ill.: The college plans to take rural teachers to four rural schools on good roads near the college. These teachers work for half a day in the rural school and spend the other half day in school. Taxi service is employed at the expense of the rural schools.

22. Pennsylvania: Correspondence and "study center" work are offered by the institution. Teachers conduct institutes and give lectures when asked. The college has one large consolidated rural school for practice and observation purposes.

23. Warrensburg, Mo.: The supervisor plans the work in cooperation with the county superintendent. The supervisor teaches classes, helps the teacher with busy work, and offers suggestions and plans. The supervisor attends Saturday group meetings called by the superintendent, attends plan meetings called by the superintendent, and helps with demonstration week.

Supervision Careful and Constant

24. Carbondale, Ill.: Critic teachers go into the rural schools to give demonstration lessons.

25. Arcata, Calif.: A questionnaire is sent to the superintendent, to be filled out for rural teachers from the institution. This is for the purpose of determining the defects and the practical merits of the college training.

26. Durant, Okla.: Four correspondence courses are offered in rural education. The college receives reports from its teachers in service. Each school is checked.

27. Emporia, Kans.: A score card, in six parts, is used for rating teachers: (a) In physical efficiency, (b) native efficiency, (c) administrative efficiency, (d) teaching efficiency, (e) social efficiency, and (f) general characteristics.

This score card is used by the critic teacher, who has conferences after school with the student teacher.

With the assistance of the critic teacher, the work of the student teacher is planned and outlined by weeks.

Study of Aviation in High Schools of California

A general informational course in aviation has been adopted recently by the State of California, to be given in public high schools of the State, under the social science group. Decision followed a year's study of the subject. Movement for the study was inaugurated during the term of office as superintendent of public instruction of William John Cooper, now the United States Commissioner of Education, in cooperation with the California State Chamber of Commerce. The idea was enthusiastically adopted by Vierling Kersey, present superintendent of public instruction, and the course planned in cooperation with the State advisory committee on aeronautical education.

Before planning and inaugurating the course certain definite policies were determined upon: (1) That no flying should be taught in high schools and junior colleges; (2) that aeronautical education should not be given in grades lower than the eleventh; and (3) that two courses should be planned—a general informational course and a vocational course.

Among other special objectives are the following: (1) An appreciation of the necessity of physical well-being, through consideration of outstanding aviators of America and their practices in keeping physically fit. (2) Ability to apply concepts of distance, time, and direction. (3) Ability to read and to interpret weather maps, charts, Government bulletins and other related literature; to draw an intelligent relief map; to route a trip and figure costs; to appreciate the value of radio messages; and to write and speak intelligently on the subject of aviation. (4) An opportunity to discover special aptitudes, if any, along aeronautical lines, and to use native capacities to the utmost. (5) To prepare for advanced training or for economic independence. (6) Through visits to aircraft manufacturing plants and terminals, to promote participation in recreational activities, and to form high standards of personal and group life. (7) To evaluate the past, and its contribution to the present; and to understand and appreciate the larger group relationships in the world to-day.

It is believed that the course will offer a valuable testing ground for those interested in aviation, and that students who decide to advance further may be better fitted by having a clear conception of the relationship between the various phases of aviation.



A large portion of Alberta, Canada, is rural, and of the 164,850 school children reported last year, 63,764 were enrolled in the 2,823 one-room schools of the Province.

Education in the State of Tamaulipas, Mexico¹

Five Kindergartens, Six Night Schools, a School for the Blind, and an Orphanage Established in Tampico During Past Two Years. Increased Public-School Attendance and Interest Taken by Educators and Public-Spirited Citizens Give Evidence of Commendable Educational Advances Already Made

By HAROLD B. MINOR

American Vice Consul, Tampico, Mexico

ANY consideration of the possible future economic and political welfare of Mexico must embrace, as a primary factor, an examination of the program of governmental agencies for the development of public education. That the development of a nation depends directly upon the education of its youth is a truism patently applicable to Mexico. A literate and well-informed population would make possible the taking over by Mexicans of many industries, businesses, and professions now in the hands of foreigners, and, through the establishment of a public-minded citizenry, bring about a gradual cure for many current social and political ills.

It is believed that the worthy efforts of local, State, and Federal educators during recent years in the field of public instruction are of sufficient importance and interest to warrant a brief review of results so far obtained and of plans for the future. It must be realized at the outset that Mexico has been extremely impeded in the development of an intelligent school program by devastating and bankrupting revolutions and Tampico, in particular, has been rendered financially impotent by the steady withdrawal of the vital petroleum industry.

Local, State, and Federal School Programs

Educational progress in this district, therefore, should be viewed in the light of a worthy beginning and not compared too rigidly with the well-established school systems of the United States.

Every effort has been made to insure the accuracy and to check and properly evaluate the authenticity of statistics given in this report, all of which were obtained from official sources.

Supervision of education in the State of Tamaulipas is in charge of two independent but cooperating officials, the State and Federal directors of education, the latter confining his activities almost entirely to the establishment and operation of rural schools. The establishment and maintenance of schools in Tampico and the larger cities are purely local obligations and, although supported by the municipalities, are supervised by and are directly responsible to the State director of education.

¹ Official report to the Secretary of State.

The city of Tampico has recently built two primary educational institutions and is at present constructing two additional elementary schools. While these new schools leave something to be desired in the way of equipment and personnel, they are a remarkable advance as compared with former schools.

Tampico Plans for the Future

During the past two years Tampico has established five kindergartens, six night schools, a school for the blind, and an orphanage. Plans for the future contemplate the strengthening of the foregoing institutions.

The State of Tamaulipas plans to inaugurate during the present year several rural and community schools and to increase the salaries of now underpaid teachers. It plans to establish and staff "ejidal" (small community) schools at State expense, gradually turning over their operation and maintenance to community authorities, thus relieving the funds of the State for the founding of additional schools. Overhead costs will be reduced by providing community housing for teachers under so-called "sociedad cooperativa" plans.

The State government has a most interesting plan for the foundation of a workingmen's school in Tampico where elementary instruction and manual courses will be given to illiterate adults.

State pensions to teachers and financial assistance to normal-school students will be continued during the present year, although lack of funds prevents any increase in these allotments.

The Federal director of education for Tamaulipas has recently established a Federal school in the poor section of Tampico, and plans to institute during the present year 75 rural schools in addition to the 80 Federal rural schools now operating.

Education Not a Public Monopoly

Unfortunately, education is not yet a public monopoly or responsibility. The children of the better families have for many years been sent to private elementary schools where more thorough instruction and supervision are afforded. Mexican parents, who demand scrupulous

supervision of their daughters, have complained that public schools do not provide sufficient care and personal attention. It is the aim of school authorities to change the foregoing, and according to their statements, increased public-school attendance of children of the better families is already noticeable.

Education is menaced, according to the director of Tampico schools, by the numerous small commercial schools where cursory instruction in typewriting, shorthand, and languages attracts many students with a hope of early and remunerative employment to the detriment of their general education.

Public and Private Schools in Tamaulipas

The following table shows the various types of schools operated by the local, State, and Federal school authorities in the State of Tamaulipas:

TABLE 1.—Schools in the State of Tamaulipas¹

Type of school	State schools	Tampico schools ²	Federal schools	Total
Public day urban elementary schools.....	02	31	1	124
Private day urban elementary schools.....	25	12	—	37
Secondary public.....	1	—	—	1
Secondary private.....	—	1	—	1
Rural schools.....	127	—	80	207
Community (ejidal).....	137	—	—	137
Industrial schools.....	1	—	—	1
Schools for blind.....	—	1	—	1
Schools of agriculture.....	1	—	—	1
Total.....	364	45	81	510

¹ Statistics supplied by city and State directors of education.

² In addition there are 6 night schools and 5 kindergartens in Tampico.

School Enrollment Compared With United States

In Table No. 2 are shown the percentages of the total populations of the United States, Tamaulipas, and Tampico enrolled in elementary and secondary schools. The figures for Tamaulipas and Tampico include private as well as public schools. Since no statistics are available for the population of Mexico between the ages of 5 and 17, the percentage for the United States, 25.6 per cent, is used.

In Table No. 3 the elementary and secondary public and private school enroll-

TABLE 2.—Enrollment in elementary and secondary schools

Item	United States ¹	Tamaulipas	Tampico	Mexico, 1910 ²
Population.....	117,135,000	³ 285,806	⁴ 50,000	15,000,000
5 to 17 population.....	30,064,621	73,013	12,800	3,840,000
Percentage 5 to 17.....	25.6	25.6	25.6	25.6
Total school enrollment.....	24,741,468 ⁴	⁴ 34,000	⁴ 9,184	1,000,000
Per cent population enrolled.....	21.1	11.9	18	6.6
Per cent population 5 to 17 enrolled.....	82.3	46.5	71.8	26

¹ Figures for United States are from Statistical Abstract, 1929.² Statistics for Mexico, 1910, are from "Mexico," Pan American Union, 1911.³ Population of Tamaulipas and Tampico is estimated by local and State authorities for 1929.⁴ School enrollment of Tamaulipas and Tampico furnished by city and State school authorities.

ment of Tamaulipas is compared with that of the State of Wyoming. The State of Wyoming was used as a basis of comparison because its population is nearer that of Tamaulipas than any other American State.

TABLE 3.—Comparison of Tamaulipas and Wyoming enrollment

Item	Wyoming ¹	Tamaulipas ²
Population.....	235,689	285,206
5 to 17 population.....	60,336	73,013
Elementary and secondary school enrollment.....	50,748	34,000
Percentage of total population enrolled in schools.....	21.5	11.9
Percentage of population 5 to 17 enrolled.....	83.9	46.5
Number of elementary and secondary schools.....	1,380	510
Schools per total population—one school for each.....	170	559

¹ Statistics for Wyoming are from Statistical Abstract, 1929.² Statistics for Tamaulipas are from the State director of education.

Practically all of the 1,169 teachers in the State of Tamaulipas are Mexican. It has been a serious problem to obtain teachers of ability and experience for average salaries of \$55 a month in Tampico and \$40 a month in rural sections. It is a commendable fact, however, that the small salaries are actually paid when due, since that condition has not always prevailed.

All teachers in public and private schools in this State are required by law to have a normal-school education. Due, however, to a shortage of graduate teachers, this provision is not complied with and a large percentage of the teachers in Tamaulipas have only the 6-year common-school education. The standard of teach-

TABLE 4.—Teachers—Number and average salary

Item	United States ¹	Tamaulipas ²	Wyoming ¹	Tampico ³
Number of teachers.....	814,169	1,169	3,041	235
Students per teacher.....	21.8	29	16.6	39
Average annual salary (dollars).....	1,277	480	1,143	600
Percentage of male teachers.....	17	21	12.7	20

¹ Statistics for United States and Wyoming are from Statistical Abstract, 1929.² Statistics for Tamaulipas and Tampico are from the city and State directors of education.

ers is not high, but with increasing interest in education and larger elementary and normal-school attendance it is unquestionably being raised.

Table No. 4 gives the number of teachers and their average salaries for Tampico and Tamaulipas and compares the statistics with those for the United States and for Wyoming.

The State of Tamaulipas has allotted for education during the present year 1,138,981 gold pesos, 38.5 per cent of a total budget of 2,913,066 pesos. The city of Tampico expended during 1929 a total of 293,845 gold pesos on education.

The following table shows the amounts appropriated by the State of Tamaulipas for various educational activities during 1930:

TABLE 5.—Tamaulipas' educational budget, 1930¹

	Mexican Pesos ²
Department of education.....	66,560
Medical department.....	3,170
Arts department.....	42,420
State normal school.....	49,512
Industrial school.....	39,348
Kindergartens.....	5,780
Special teachers.....	24,732
Elementary city schools.....	452,340
Rural schools.....	139,800
Janitors, etc.....	32,940
Extra teachers.....	9,000
Community school inspection.....	19,200
Community school operation.....	106,560
Pensions to teachers.....	32,460
Assistance to students.....	31,740
Subsidy to certain schools.....	13,560
General school expenses.....	68,059
Community school expenses.....	1,800
Total.....	1,138,981

TABLE 6.—Per capita expenditures for education

Place	Expenditures for education	Per capita expenditures for education	Per cent of total expenditures applied to education
United States ¹	\$2,026,308,000	\$17.30	-----
Tamaulipas ²	546,710	1.91	38.5
Tampico ³	141,046	2.82	-----
Average city of 50,000 to 100,000 population in United States.....	-----	14.04	36.6

¹ Statistics for United States are from Statistical Abstract, 1929.² Figures for Tamaulipas and Tampico are from State and local treasury departments and are for 1929.³ Statistics were furnished by State treasury department.⁴ Peso is worth approximately 48 cents.

In Table No. 6 are shown per capita expenditures for education in Tamaulipas and Tampico, as compared with the United States and the average American city of 50,000 to 100,000 population:

Federal Expenditures Since 1910

The following table shows the total expenditures and amounts allotted to education in the Republic of Mexico for various years since 1910. It indicates very clearly the increasing amounts given to education and the larger percentages of total expenditures allotted to this important branch.

It will be noted that the Federal Government has had to retrench considerably during recent years as compared with the boom period.

TABLE 7.—Federal Government expenditures for education

Year	Government expenditures, millions of pesos	Expenditures for education, millions of pesos	Percentage of expenditures allotted to education	Per capita expenditures for education, pesos
1909-10 ¹	95.0	6.6	6.9	0.47
1912-13.....	111.3	8.1	7.2	.58
1922.....	383.6	49.8	12.9	3.55
1929.....	288.3	27.9	9.6	1.99
1930 budget.....	280.0	30.0	10.7	2.00

¹ Statistics for 1909-10 are from "Mexico," Pan American Union, 1911, other statistics are from Banco Nacional de Mexico publication No. 48, September, 1929.

From the foregoing tables it will be observed that the Federal Government spends \$0.96 per capita for education, the State government spends \$1.91, and the city government \$2.82. The total per capita cost of education for residents of Tampico is, therefore, \$5.69, and for residents of rural sections of the State \$2.87. It must be noted that these figures do not include expenditures for the 38 private schools operating in Tamaulipas.

Illiteracy in the State of Tamaulipas is estimated by the State director of education at 32 per cent, there being no absolute statistics on the subject. Illiteracy has decreased markedly during the past 10 years and school authorities confidently expect the present educational program, especially the establishment of night schools, will further diminish it. One is struck by the fact that very few of the younger generation are illiterate, and the passing of the older generation will certainly reduce illiteracy to a more encouraging figure.

Department of Fine Arts Recently Established

There was recently established a department of fine arts (departamento de cultura estética), with headquarters at Tampico, for the directing of instruction in music and other arts in public schools. Remark-

able progress is being made in this branch of education under the direction of Prof. Alfredo Tamayo. Mexican children are very apt in the arts, occasional school programs showing accomplished musicians and graceful dancers.

Elementary School System

The Tamaulipas public education law of April, 1927, provides for a common-school course of six years and for compulsory attendance of all children under 14 years of age, with fines for parents who fail to place their children in school.

There follows the plan of studies prescribed by the law of 1927.

TABLE 8.—Plan of studies State of Tamaulipas¹

First year²

Elementary Spanish, Nature study, Practical hygiene, Arithmetic, Drawing and manual arts, Physical culture, Games and singing.

Second year

Elementary Spanish, Arithmetic, Penmanship, Physical culture, Nature study, Drawing and manual arts, History, Practical hygiene.

Third year

Spanish, Arithmetic and elementary geometry, Nature study, History of Tamaulipas and of Mexican patriots, Physical culture, Singing, Geography (local and State), Drawing and modeling, Manual training, Practical hygiene.

Fourth year

Spanish, Arithmetic and elementary geometry, Nature study (botany and zoology), Physiology, Drawing, Singing, Practical hygiene, Manual training, Civics and syndicalism, Physical culture, Penmanship, History of Mexico, Geography of Mexico.

Fifth year

Spanish, Nature study, Physics, Drawing, Singing and music, Penmanship, Spelling, Physical culture, Arithmetic and solid geometry, Practical hygiene, Geography of North America, History of Mexico and Latin America, Manual training, Agriculture, Civics and syndicalism.

Sixth year

Spanish, Arithmetic and solid geometry, Drawing, Nature study, Physics, World geography, History of World, Manual training, Singing and music, Penmanship, Spelling, Agriculture, Physical culture, Civics and syndicalism, Political economy (boys), Domestic science (girls).

The following table shows the length of the school day and of individual classes:

TABLE 9.—Length of day and of classes^a

School year	Hours per day	Minutes per class
First.....	4½	20
Second.....	4½	25
Third.....	5½	30
Fourth.....	5½	35
Fifth.....	6	40
Sixth.....	6½	45
Night school.....	1½	40

^a Table was furnished by State director of education.

¹ This table was furnished by the State director of education.

² English is optional in all schools.

Most Textbooks by Mexican Authors

Most of the textbooks used in schools in Tamaulipas are by Mexican authors. However, some books, such as Psychology, by W. Henry Pyle; Arithmetic, by Thorndyke; Physiology, by Caustier, translated from English and French, are used in public schools; and other books, such as The School of Tomorrow, by John Dewey, and The New School, by J. Erslander, are recommended for teachers.

There are only two secondary schools in the State of Tamaulipas, a public preparatory and normal school at Victoria and an accredited private preparatory school at Tampico, into which schools admission is permitted only after completion of the 6-year common-school course. There are at present 462 students in the Victoria school and 67 in the Tampico institution.

During the 3-year plan of studies in these schools, courses are offered in Spanish, English, geometry, algebra, drawing, modeling, botany, zoology, physics, chemistry, psychology, physiology, manual training, civics, history, and physical culture. The school at Victoria has an additional 3-year course devoted to normal training, where a large part of the teachers employed in Tamaulipas are trained.

Instruction is free in the State school, and the State of Tamaulipas has appropriated more than \$15,000 this year as cash assistance to poor students attending this institution.

There are no universities or professional schools in Tamaulipas and local residents wishing to afford their children higher education send them to the United States or to the University of Mexico.

The State of Tamaulipas School of Industries, situated at Victoria, was inaugurated three years ago and now has an enrollment of 161 students. Entrance is contingent upon the completion of four years of the 6-year common-school course. Many municipalities throughout the State offer scholarships in this school to encourage vocational education.

State School of Agriculture

The school of agriculture, also situated at Victoria, was founded and is maintained by the State of Tamaulipas. Unfortunately, funds have never been available properly to equip this school and its work at present is of a very limited nature.

The Tampico School for Blind is an interesting social and educational experiment, especially in view of the fact that such institutions are not numerous in Mexico. It was founded in 1929 by a graduate of the San Luis Potosí School for Blind and is supported by the Tampico Government and the Masonic lodge of

Tampico. It is not strictly speaking a school, but rather a charitable institution taking only persons over 18 years of age.

No system of touch reading is taught, instruction being given in manual arts, the aim of the school being to assist the inmates to make themselves self-supporting. The school is at present housed in a part of the abandoned Gorgas Hospital and all expenses of the 10 inmates are paid by the institution.

Orphanage Fray Andrés de Olmos

Although this also is a charitable rather than an educational institution, the importance of caring for and instructing homeless children certainly has a marked educational value. The orphanage was founded in 1929 by the Rotary Club of Tampico and is supported by that organization, together with gifts of money and supplies by many public-minded citizens. It now has 24 inmates.

Children up to 7 years of age are accepted and are kept until they are prepared to make their own living. Seven of the older children are given scholarships to a good local private school and are taken from the orphanage and returned there every day by the automobile of that school. The other children are cared for and taught by three house mothers.

American School of Tampico Founded in 1917

The American School of Tampico, the only English language school in Tamaulipas, was founded in 1917 by foreign residents of Tampico, largely American. This school is well equipped for eight years of elementary instruction, is staffed with trained American teachers, and employs American methods of teaching.

Six Night Schools Operating in Tampico

Commendable advances have been made in the field of night-school work, there now being six night schools operating in Tampico, supported by the city government assisted by the Masonic lodge. Common-school education is given to persons over 16 years of age in nightly classes 7 to 9 p. m. in the winter, and 8 to 10 p. m. in the summer months.

Commendable Educational Advances Being Made

When one considers that the night schools, school for blind, kindergartens, and the orphanage were founded during the past few years, in spite of extreme economic depression, when he views the increased public-school attendance, and observes the interest taken by educators and by many public-spirited citizens in the development of public instruction, it is evident that highly commendable educational advances are being made.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

CLEMENT, JOHN ADDISON and CLEMENT, JAMES HOMER. Cooperative supervision in grades 7 to 12. New York and London. The Century company [1930] xiv, 452 p. tables, diagrs. 12°. (The Century education series.)

Directed teaching at the junior-senior high school level is the thesis of the study, with four purposes in mind, viz: To relate the theory and practice of secondary school supervision; to relate the problems of general professional supervision to those of subject-group departments; to suggest a few items or topics worthy of consideration in actual practice; and to show the nature of the organization and the technique of supervision in terms of what has been done, and of what would be desirable in these grades. In this book the organization of material is presented by unit divisions rather than by means of the usual chapters, with summary outlines at the ends of the units. Selected readings are given at some of the unit ends.

ENGELHARDT, N. L. and ENGELHARDT, FRED. Planning school-building programs. New York city, Teachers college, Columbia university, 1930. xv, 573 p., illus. tables, diagrs. 8°.

The selection of school sites, and the planning, construction and equipment of school buildings, assume great significance in the minds of school boards, superintendents, building committees and others, in these days of reorganization and scientific engineering of school systems, be the question concerned with taxation, finance, personnel management, or curriculum development. The authors have brought together a fund of material dealing with all phases of the subject—economic, social, and financial, as well as educational. The topics presented are those for the consideration of school executives and the communities interested, as well as for professors of administration. Questions relating to total population and school population are presented. School-site selection, city planning and the plant program, school-building standards, architectural service, costs, publicity, and school-building surveys are discussed. A list of city-school surveys containing studies of school buildings is given, and the right of eminent domain for school purposes in the 48 States.

HATCHER, O. LATHAM, ed. A mountain school; A study made by the Southern woman's educational alliance and Konnarock training school. Richmond, Garrett & Massie, Inc., 1930. xxvi, 248 p. illus., tables, diagrs. 8°.

This is a study of a mountain mission school for girls located in the village of Konnarock in Smyth County, Va., in the Appalachian region. Its pupils come from four States, North Carolina, Tennessee, Kentucky, and West Virginia. Thirty-eight girls were studied. An effort was made to reach into the individual lives of the girls by visiting their homes, by getting their parents' point of view, etc. The results of the study are given for a few cases, and proved of use in building up the needs for curriculum making, for testing programs, etc. The book will interest those who seek information regarding mountain young people, teacher-training institutions preparing teachers for rural work, social workers,

denominational boards of education, and others of similar needs.

HOPKINS, L. THOMAS. Curriculum principles and practices. Chicago, New York [etc.] Benjamin H. Sanborn & Co., 1930. xiv, 617 p. tables. 8°.

The author, in this study, plans to give school administrators a workable outline for curriculum construction; to furnish a basic textbook for curriculum classes in college; to provide a set of procedures for members of curriculum committees; and to define a minimum body of fundamental materials concerning the school curriculum which will be found essential to all good teaching.

MEAD, ARTHUR RAYMOND. Supervised student-teaching; basic principles illustrated and applied; student-teaching activities; and organization and administration. Richmond, Atlanta [etc.] Johnson publishing company [1930] xxii, 891 p. front., ports., illus., tables, diagrs. 12°. (Johnson's education series, under the editorship of Thomas Alexander and Rosamond Root.)

This volume offers material dealing with problems of teacher training in the laboratory school that are of fundamental importance, dealing as they do with both its actual and its possible functions. Many subjects of prime importance to student teachers and those directing them are discussed, such as the value of student teaching; the ethics of supervised teaching; teaching by observation and by participation; the activities of the student-teacher, his selection, assignment, and evaluation; and other factual material designed to meet a real need and demand.

MOREY, LLOYD. University and college accounting. New York, John Wiley & Sons, Inc., 1930. xi, 323 p. tables, diagrs. 8°. (The Wiley accounting series, edited by Hiram T. Scovill.)

This book sets forth the most important problems with which business officers of universities and colleges have to deal, and offers solutions and procedures to be followed. Blank forms are appended for the budget, for income, expenditures, appropriations, and trust funds, for branch office and departmental accounts, and all of the details of the business office. A brief bibliography is given.

MORRISON, HENRY C. School revenue. Chicago, The University of Chicago press [1930] x, 242 p. tables. 8°.

The author undertakes to show: (1) The basis of school revenue in the financial organization of society; (2) the school system as an organic part of the fiscal organization of our form of the civil state; and (3) the school as an economic institution. He points out that mechanisms for levying taxes and the administration of school money may be responsible for the taxpayers' trials, rather than the cost of the schools themselves. He discusses the economic foundations of our society; the financial bases and the sources of our revenue; the different kinds of taxes; equalization of distribution of state money; and the state as fiscal and administrative unit. The cost of schools has been estimated

as one-fourth of the total tax expenditures of the Nation, the other three-fourths being for past wars and preparation for future wars.

PROCTOR, WILLIAM MARTIN, and RICCIARDI, NICHOLAS, eds. The junior high school; its organization and administration. Stanford university, Calif., Stanford university press, 1930. x, 324 p. tables, diagrs. 8°.

This contribution comes from California, where the junior high school is recognized as an integral unit of the secondary schools, and is a symposium volume in which about 30 school executives have taken part. Each chapter author of the volume was selected upon the recommendation of school administrators having junior high schools in charge. Practically all the problems that arise in connection with the organization and administration of this type of school have received careful attention of the contributors. The questions of faculty, marks and promotion, making the curriculum, ability grouping, guidance and adjustment, directed study, student self-government, supervision of instruction, and other subjects have been used for special study. A bibliography covering the "published and unpublished" junior high school literature of the past six years has been furnished.

REISNER, EDWARD H. The evolution of the common school. New York, The Macmillan company, 1930. x, 590 p. illus. 12°.

This is a readable account of the development of the common school in Europe and this country throughout its early stages. The author traces the influence of the Bible, the printed book, the Protestant Reformation, the Catholic elementary school, etc., on the development of the common school, following up all types of schools that were closely identified with elementary education, and the work of the "Father of the modern elementary school, Pestalozzi." The climax of the study is the account of the rise of free public schools in the United States and the development of our present unitary public-school system.

STORM, GRACE E. and SMITH, NILA B. Reading activities in the primary grades. Boston, New York [etc.] Ginn and company [1930] viii, 376 p. illus., diagrs., tables. 12°.

William Scott Gray, a specialist in the subject of reading, furnishes the introduction to this study. He gives as the motive for writing the book the lack of literature for the teacher of reading at the primary level, much of the literature on the subject being general and too brief in its treatment to be adequate. The present study brings together reading problems of the kindergarten and primary grades, as a textbook for teachers of these grades.



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ANNA P. MACVAY

*Dean, Wadleigh High School, New York City; Vice President
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